

**Report of the Board
of Education of the
City of Plainfield
New Jersey**



**Year Ending June 30
1920**

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BOARD OF EDUCATION, 1920

OFFICERS

ARCHIBALD COX.....President
FLOYD T. WOODHULL.....Vice President
DR. B. VAN D. HEDGES.....Secretary

MEMBERS

DR. B. VAN D. HEDGES, 528 E. Front Street... Term expires 1921
FLOYD T. WOODHULL, 205 Stelle Avenue..... Term expires 1922
ARCHIBALD COX, 946 Central Avenue..... Term expires 1923
ALBERT A. TILNEY, 966 Central Avenue..... Term expires 1924
FRANK J. HUBBARD, 109 W. Fifth Street..... Term expires 1925

SUPERINTENDENT OF SCHOOLS

HENRY M. MAXSON

Office in High School Building, West Ninth Street
and Arlington Avenue. Telephone 2361

Office hours: 8.30 a. m. to 9.00 a. m. on school days

BOARD OF EDUCATION OFFICE

Office in High School Building. Telephone 2361

Office hours: 8.30 a. m. to 5 p. m.

MONROE GOOD
523 W. Front Street

Clerk of the Board
Telephone 1075-J

A. MILDRED GREENE
437 W. Sixth Street

Assistant Clerk
Telephone 296-W

HELEN L. EDWARDS
165 North Avenue

Stenographer to Superintendent

RUTH B. HAMMOND
306 E. Second Street

Stenographer in Clerk's Office

MEDICAL INSPECTOR

EDWARD S. KRANS, M. D.
920 Park Avenue. Telephone 1140

SCHOOL NURSE

HELEN R. BOICE

145 E. Sixth Street. Telephone 1849-M

DENTAL INSPECTOR

DR. GUY H. HILLMAN

525 Park Avenue. Telephone 1077

CUSTODIAN OF SCHOOL MONEYS

ARTHUR E. CRONE

City National Bank. Telephone 1576

COUNSEL TO THE BOARD

CHARLES A. REED

203 Park Avenue. Telephone 2091

ATTENDANCE SUPERVISOR

DOROTHY S. PUTNAM

Office in High School Building. Telephone 2361

STANDING COMMITTEES

SCHOOL

ARCHIBALD COX FLOYD T. WOODHULL B. VAN D. HEDGES

BUILDING

FRANK J. HUBBARD ARCHIBALD COX ALBERT A. TILNEY

FINANCE

ALBERT A. TILNEY B. VAN D. HEDGES FRANK J. HUBBARD

APPOINTMENT OF BOARD MEMBERS

One member is appointed by the Mayor in January each year for a term of five years.

ELECTION OF OFFICERS

February first or, if this be a Sunday, on the following day.

TUITION FEE FOR NON-RESIDENTS

Pupils residing outside the city limits are admitted to the Public Schools, as far as the accommodations will permit, upon the payment of the following tuition fees:

High School, per year.....	\$75.00
Grammar School, per year.....	36.00
Primary School, per year.....	36.00

BOARD MEETINGS

Stated meetings of the Board second Tuesday of each month at 8 p. m. Rooms, High School Building. Bills should be in the hands of the Clerk not later than the 28th day of the month preceding that in which bills are to be paid.

SCHOOL SESSIONS

High School.....	From 8.30 a. m. to 2 p. m.
Grammar School.....	From 8.30 a. m. to 2 p. m.
Whittier School.....	From 8.30 a. m. to 2 p. m.
Opportunity Classes.....	From 8.30 a. m. to 2 p. m.
Primary School.....	From 9 to 11.45 a. m.; 1.30 to 3 p. m.

PRIMARY DEPARTMENT

On one-session days closes at 12.30 p. m.

CALENDAR FOR 1919-1920

Fall Term—

Begins Tuesday, September 9, 1919
Ends Tuesday, December 23, 1919

Winter Term—

Begins Monday, January 5, 1920
Ends Thursday, April 1, 1920

Spring Term—

Begins Monday, April 12, 1920

STATEMENT OF RECEIPTS AND DISBURSEMENTS

FOR THE SCHOOL YEAR ENDED JUNE 30, 1920

Balance, General and other funds, July 1, 1919.....\$ 21,746 99

RECEIPTS DURING YEAR

High School Storage Building Fund:	
Transferred from Building, Repair and Furnishing Fund	\$ 2,630 00
Emerson School Addition Fund.....	\$142,248 91
Transferred from Building, Repair and Furnishing Fund	600 00
	142,848 91
Building, Repair and Furnishing Fund.	442 88
Library Fund	420 47
Manual Training Fund.....	\$ 55 08
Received from State	5,363 44
Transferred from General Fund.....	6 500 00
	11,918 52
General Fund—Less Transfer	331,773 33
Total Receipts during School Year ended June 30, 1920.....	490,034 11
	\$511,781 10

DISBURSEMENTS DURING YEAR

High School Storage Building Fund.....	\$ 2,630 00
Emerson School Addition Fund.....	56,548 25
Building, Repair and Furnishing Fund:	
Transferred to High School Storage Building Fund	\$ 2,630 00
Transferred to Emerson School Ad- dition Fund	600 00
	3,230 00
Library Fund	124 50
Manual Training Fund.....	10,001 12
General Fund—Per Schedule attached.....	324,446 43
Total Disbursements during School Year ended June 30, 1920.....	\$396,980 30
Balance, General and Other Funds, June 30, 1920.....	114,800 80
	\$511,781 10

DETAILS OF DISBURSEMENTS FROM GENERAL FUND

FOR THE SCHOOL YEAR ENDED JUNE 30, 1920

Cost of Instruction :		
Salaries—Superintendent, Principals, Supervisors and Teachers	\$228,400 48	
Bonuses—Principals, Supervisors and Teachers	14,800 00	
Text Books	4,596 96	
Educational Material, Supplies and Other Expenses of Instruction.....	8,274 90	
Total Cost of Instruction.....		\$256,072 34
Auxiliary Agencies :		
Promotion of Health.....		2,878 97
Cost of Conducting School System :		
Educational Administration :		
Expenses of Superintendent's and Principal's Offices	\$ 3,253 26	
Cost of Compulsory Attendance.....	1,867 90	
Financial Administration :		
Expenses of office and Board of Education..	4,809 26	
Telephones	905 56	
Total Cost of Conducting School System...		10,835 98
Cost of Operation of School Plant :		
Wages of Janitors, Engineers, etc.	\$ 26,355 91	
Wages of Other Employees	280 73	
Fuel	10,022 24	
Light, Water and Power.....	4,936 39	
Freight and Cartage	734 89	
Laundry	12 21	
Janitors' Supplies	1,999 10	
Incidental Expenses	371 70	
Total Cost of Operation of School Plant.....		44,713 17
Cost of Maintenance of School Plant :		
Repairs to Buildings	\$ 5,158 95	
Repairs, Replacements of Furniture and Equipment	3,182 93	
Insurance	1,129 09	
Total Cost of Maintenance of School Plant...		9,470 97
Capital Charges :		
Interest on Bonds.....		475 00
Total Disbursements		\$324,446 43

ARCHIBALD COX, President,
B. VAN D. HEDGES, Secretary.

As the result of the audit of the accounts of your Board for the year ended June 30, 1920, we hereby certify that we found all receipts duly entered, all disbursements properly authorized and the above Statement of Receipts and Disbursements correctly stated.

C. D. GILES & COMPANY,
Accountants and Auditors.

By J. W. Fahr, Jr.,
Certified Public Accountant, N. Y.

REPORT OF SUPERINTENDENT OF SCHOOLS

Board of Education, Plainfield, N. J.

GENTLEMEN: The growth of the schools during the year has about kept pace with the large increase of the year before. The general statistics are as follows:

Total enrollment	5,560
Average enrollment	4,817
Average attendance	4,285
Number of teachers	176

The increase in enrollment over the year before is 282. The growth was about equally divided between the east and west ends of the city. The increase in the east end will be easily taken care of in the new Emerson School, but two-thirds of the additional pupils in the west end are in the already crowded buildings, the Irving and the Jefferson Schools.

The growth was large in the High School, where there were 72 more pupils than the year before which for the first time brings the enrollment of that school above what it was before the war. The increase in the grammar grades was 110, indicating a continued large growth in the High School in succeeding years.

NEW ACCOMMODATIONS

The opening of the new Emerson School in the fall will give a much needed relief to the schools in the eastern part of the city, and, by transfers of classes from the Whittier, will relieve the grammar classes in the central part of the city.

The following changes will be made:

The sixth grade at the Emerson will remain in the building as seventh grade instead of going to the Whittier School. The fifth grades at Lincoln and Bryant will be promoted to Emerson as sixth instead of going to the Whittier. The kindergarten now in the Whittier will be transferred to the Franklin, two classes in that school being put on half time to make room for it. This gives four vacant rooms in the Whittier, permitting the promotion of two sixth grades from the Evergreen to the Whittier instead of the High School Building; also the starting of two new classes to relieve crowding in the seventh and eighth grades. The transfer from the High School Building to the Whittier gives the High

School one room to accommodate its growth and a room for the Continuation School required by the new law.

I recount these changes to show the close calculation that is necessary to meet our needs under present conditions.

The Emerson will open with fourteen of its fifteen rooms occupied. There will still be classes on half time as follows: Bryant 2, Franklin 2, Irving 6, and Jefferson 8.

The situation, coupled with the increase of enrollment of about three hundred each year, shows the very urgent need of new accommodations at the earliest moment that financial and building conditions will permit.

As a definite policy, I have recommended to the Board the immediate enlargement of the Jefferson School to twice its present size with auditorium, gymnasium and manual training rooms to afford the conditions necessary for the work now required of the modern school; also filling in the two bays of the Evergreen School as originally planned for the building, thus adding four classrooms to its capacity.

The enlargement of the Jefferson School will relieve the present situation at the west end, and the enlargement of the Evergreen will provide for the immediate growth in the Grammar and High Schools. But, the enlarged Jefferson will be filled as soon as it is completed, and the enlargement of the Evergreen will care for the growth of the Grammar and High Schools only two or three years, so that it seems desirable for the Board at once to consider still further enlargement of our accommodations.

It seems that we are now in a condition to take a further step much needed to keep us in line with modern school ideas and at the same time to provide for the regular growth of the school population for some years to come.

Educators are quite generally agreed on the value and desirability of the Intermediate School or Junior High School as it is sometimes called—a school that includes the seventh and eighth grades and the Freshman Class of the High School under one organization with the management similar to the High School.

I will not at this time discuss the Junior High School more than to say that we already have most of its advantages as far as they can be obtained without a separate organization; but I have been unwilling to propose a Junior High School until we could have the conditions that will permit us to have a school that is really a Junior High School, and it is practically impossible to have such conditions in the ordinary school building or with other classes in the organization.

When the additions proposed above have been completed, every school room in the city will be occupied and there will prob-

ably still be some half time classes. There will be no provision to meet the annual growth of three hundred pupils (requiring about eight rooms for accommodation).

To meet this situation, I recommend that, as soon as the enlargement of the Jefferson and Evergreen Schools has been provided for, the Board undertake the preparation of plans for a Junior High School Building in the west end. This building would take the sixth and seventh grades from the Jefferson, Irving, Washington, and Franklin School districts and the High School Freshmen that come from that section. This will relieve the pressure on each of those buildings and the Whittier School. The new building with its special equipment will also permit us to make a new school organization with a much larger element of practical science and manual work that will be more suitable and more attractive for children of the grammar school age.

At the present time, there is a considerable number of boys and girls who are not book-minded and do not profit from ordinary school work. They get tired of it and drop out when they get into the higher grades. This is the greatest weakness of the schools at present. The most important movement in the school world is toward providing work that will meet the needs of these children. The new intermediate school will make it possible for us to do this.

The withdrawal of so many grammar children and Freshmen from the High School Building will provide room for the needed expansion of the High School and the work in the Manual Arts Department, which is now cramped for room. Permission could be given to pupils in other parts of the city who wish to do so to attend the Junior School, and ultimately there should be a Junior School in the eastern part of the city.

The age at which children may go to work is now fourteen years. All signs seem to point to the early raising of that age to sixteen. But, if we are to keep in school the children who now leave at fourteen, it is imperative that we offer them work different from that which our schools now offer, work that will better fit their special desires and needs. This plan of creating Junior Schools will afford conditions that will make it possible for us to do this. It will also provide for increase in the enrollment in the Grammar and High Schools for a long period and enable us to keep the work in those schools abreast with modern thought. It plans for a large expenditure of money, but this is unavoidable whatever plan the Board adopts. With an annual increase of three hundred, a new building like the new Emerson is needed every two years.

The real wealth of the city is its children, and anything that diminishes or restricts their school opportunities is waste.

THE CONTINUATION SCHOOL

At its session last winter, the Legislature created a new type of school. A law then passed requires that all children between the ages of fourteen and sixteen, who have left school to work, shall attend school one day in each week in the town where they are working.

Most of these children left school not because of pressing financial need, but because they were tired of school. It is worse than useless, therefore, to force them back into the same desks and the same subjects, handled in the same old way, that they left in disgust. Furthermore, they can not go into the regular classes and do anything, if they attend only one day a week. The only solution is a new type of school, with new conditions, new aims and new methods.

Different cities will meet the law in various ways. Some will try to evade it; some will provide a make-shift unwillingly; in Plainfield, with the support of the Board of Education, we shall try full heartedly to handle the matter so as to attain the real purpose of the law—to secure a wider preparation for life for the children that have dropped out of school on reaching the working age. We shall try to provide a school room entirely different from the ordinary classroom, and give them new subject matter for study, handled in a way different from that to which they have been accustomed.

Personally, I consider the Continuation School as an experiment school, marking an important step in educational progress.

Most children who leave school at fourteen to go to work are “hand minded”, they have not much interest in ordinary book work and do not succeed in it.

While the ordinary type of school work fits most children fairly well, it is unsuited to this class of children and is one large cause for many leaving school in the higher grades.

The whole tendency in education is to raise the working age to sixteen, since most children who go to work at the age of fourteen learn but little in the next two years that will prepare them for life and are quickly outstripped as wage earners by those who stay in school until sixteen. But, if we are to force this class of children back into school for two years more, we must have new courses of study and new methods and conditions that will make those two years attractive and profitable.

It seems to me that the Continuation School offers us an opportunity to work out such a plan experimentally in anticipation of the time when we have large numbers of the “hand minded” to provide for.

TRAINING IN THRIFT

The Thrift Campaign for the purchase of War Stamps and Baby Bonds, initiated for war purposes, had great value aside from its purpose to furnish the sinews of war. It taught the children ideas of thrift as we have never been able to do it before.

The stimulus of patriotism has now largely evaporated from the movement, but I feel that it is still desirable to continue the practice in the schools as a matter of real value to the children. Aside from the habits taught, there is considerable value in the money saved. The amount for this year was \$5,592.74, saved by 2,077 children.

Before the war, many schools had instituted savings bank systems among their children for this purpose, of training them to save. The Thrift Stamp system seems to me to accomplish the result with the least machinery and effort, while ambitious teachers may also make it the vehicle for effective instruction in patriotism and loyalty.

EVENING SCHOOL.

The evening schools which were closed during the war period were re-opened in October for illiterates and for foreign-born men and women who have not yet gained a command of English. The work was largely teaching the use of spoken and written English, but, as soon as pupils obtained some ability to understand the language, stress was laid on American ideals and customs and the duties and responsibilities of citizenship. Special effort was made to interest them in taking out naturalization papers and help given in preparation for them. Effort was made to secure the help and co-operation of all interests that came in touch with the foreign-born.

The attendance was not as large as I had hoped. We apparently had not yet recovered from the effect of war conditions, but the pupils who attended showed much interest and gained much from the work.

The opportunity was deeply appreciated by them, and I have strong hopes that the attendance next year will be greatly increased.

PHYSICAL TRAINING

The provisions of the Physical Training Law have been carried out with increasing satisfaction during the year. This is one of the most important advances we have made in our school work for some years.

Plainfield has for a long time given much attention to the physical well-being of her children, but the new law makes it possible for us to give more time to it and to give it a really important place in the school program; while the High School

course of study has been revised to meet the provisions for the additional subjects of study in connection with this subject.

The work this year culminated in an outdoor physical training exhibit on the High School lawn in May that involved some fourteen hundred of the school children, through all grades from the first primary to the Seniors in the High School and was witnessed by some thousands of parents.

The precision and prompt response with which orders were obeyed, the erect carriage of the children, the vigor and energy put into all the work indicated the splendid results we are attaining in "body building".

CONDITION OF SCHOOLS

As a whole, the condition of the schools is excellent. We have been able to secure and retain an unusually able corps of teachers. Many of them have been with us for years and know and thoroughly sympathize with Plainfield ideals and purposes. They have worked faithfully and earnestly with good results. The turmoil and unrest, which made work so difficult in war times, has largely passed away, and the year has shown real devotion to work on the part of most of the pupils; so that the year has been the most profitable and satisfactory that we have had for some time.

The growth of the High School in number is an encouraging indication that pupils and parents are again appreciating the importance and lasting value of education as a preparation for life.

THE TEACHING STAFF

The demands of marriage and the home inevitably cause a number of changes in the teaching force each year. When there is combined with this a relative underpayment of teachers compared with other occupations, the number of changes increases, to the great injury of the school. A change of teacher inevitably causes loss to the pupil and lowers the efficiency of the school. We have been fortunate in having but few changes as a rule; but the number to occur at the end of this year, nineteen, is still unpleasantly large.

Undoubtedly, we were saved from a larger loss by the increase in salaries granted by the Board, which was received with warm appreciation by the teachers.

The general increase in salaries, due to the nation-wide campaign, has done something to stem the tide that was drawing the best of our young people away from teaching into other occupations and threatening a most serious situation for the schools; but I fear that not enough has yet been done to entirely cure the trouble. The Chamber of Commerce in various parts of the country last year created a committee to investigate the situation.

That committee secured data from 359 cities, and their report declares the salaries still inadequate to secure the type of men and women needed to teach our children.

Dr. George W. Strayer, Chairman of the Committee, says: "The thoughtful citizen needs to ask himself, in the light of the returns presented by our inquiry, questions like the following:

"Can teachers in our community have a comfortable place to live, good food and decent clothes, for the amount of money which we pay them? Are the teachers who work in our schools able, on the salary paid to them, to make provision against the liabilities of illness and of old age? Do the teachers in our cities have salaries sufficient to enable them to buy books, to subscribe to magazines, to enjoy music, to travel, to continue their professional study and otherwise to lead the type of life which makes the kind of men and women that can be most helpful to my boys and girls? Would I want my son and daughter to go into teaching? Is the recognition given to teachers, in terms of salary, in my city sufficient to attract the ablest of the young men and women in our community? The replies to these inquiries, in view of the findings, must all be in the negative."

TEACHERS' SALARIES

One of the most notable events of the year in the educational field was the nation-wide advance in teachers' salaries.

The war taught the world the supreme value of right education of the children of a nation. The rapid depletion of the teachers' ranks, due to low salaries, has brought to our recognition the fact that the school must bid against business, in salaries, if we are to have the right kind of men and women to teach our children. We can fill the schools with people that wish to draw a salary, at a low price, if parents wish their children's future to be entrusted to such people. A teacher is not only teaching the child the three R's; she is putting her impress on the child's character for all time. It is plain, therefore, that the teacher should be a woman carefully selected for her ability, her special training, and, above all, for her high ideals, strong character, her even temperament, and her attractive personality, that will lead the children to adopt and imitate her ideals.

Such women are sought in the commercial world, and the school must pay salaries that will attract them or our children will not have capable teachers.

Really, when we come to think about it, the training of our children for right living is the most important undertaking in the world, especially in a democracy. It is most important for our material prosperity, our social purity, our civic righteousness and the development, happiness and efficiency of our citizens. Our

national future depends upon it. It is an absolute necessity, and we must meet the expense that is required to secure teachers that can do it well. A poor teacher is a waste of money at any price because it wastes the child's opportunity.

The situation was well put by Roger Ascham three hundred years ago:

"It is a pity that commonly more care is had, yea, and that among very wise men, to find out rather a cunning man for their horse than a cunning man for their children. They say nay in word, but they do so in deed. For to the one they will gladly give a stipend of 200 crowns by the year and are loath to offer to the other 200 shillings. God that sitteth in heaven laugheth their choice to scorn and rewardeth their liberality as it should. For he suffereth them to have tame and well ordered horses, but wild and unfortunate children and therefore in the end they find more pleasure in their horses than comfort in their children."

While we have not advanced salaries as much as some cities, Plainfield has in a measure relieved the present tension.

It will be necessary, however, to make further provisions for a schedule that provides still higher salaries in order to make teaching a profession that will hold out attractions to young people that are determining their future calling.

The one great fact is that because of the higher salaries offered by the industries there is a serious shortage of trained teachers, and the number attending normal schools, in preparation for teaching, is only two-thirds of what it has been. This points to the necessity not only of giving teachers now in the service enough to keep them satisfied, but, still more, paying salaries large enough to induce our ablest young people to enter the normal schools to furnish the future supply to meet the growth of the schools.

How to supply America with enough teachers of enough capacity and enough personality, consecrated to teaching, is the one great problem that is going to trouble us for some time to come; and the only solution that I can see is adequate salaries.

SCHOOL MANAGEMENT

The fundamental aim of all schools is to make its pupils good citizens. In the Plainfield schools, we strive to make all the school conditions and management tend toward that end; but, as soon as the children are old enough, we lay much stress on Student Leadership, believing that striving for power to control and direct others will inculcate a larger self-control and greater realization of personal responsibility.

In the Physical Training work, the class exercises and the games are universally conducted by pupil leaders, an effort being made to train as many pupils as possible for this work.

In school government, we make appeal to the pupils' sense of responsibility, trustworthiness, loyalty to the school and to himself, both in the classroom and in the school yard. We try to have conditions, as nearly as possible, natural and free, holding the pupil to the idea that he must govern himself and order his conduct according to the rules that are followed by intelligent people wherever they are assembled in numbers.

Each pupil is impressed with the idea, "This is my school; it is what I make it; I want people to hold it in high esteem; therefore, I must conduct myself in such a way as to show that it is really a very fine school."

We make much use, in the older grades, of the so-called "Socialized Recitation". Much of the conduct of recitation and the questioning is done by the pupils with the teacher in the background, controlling and directing in a general way.

There may, at times, be some loss of effectiveness in teaching the subject matter under this plan; but it produces much more interest in the pupil, and it is much more effective in developing initiative, self-control, mental alertness, and power in the child. With teachers who understand its purposes and limitations, it has great possibilities for usefulness in child development.

We try to shape what discipline we use so as to help the pupil to help himself, appealing to his sense of fairness and honor, rather than the use of cold compulsion, eliminating autocracy as far as possible and emphasizing intelligent, willing obedience to recognized authority. Most of our teachers show a sympathetic appreciation of this principle, and, as a result, we have few cases of serious discipline. The relations between pupil and teacher are cordial and mutually helpful, and school is a much happier and more attractive place than it was in the older days.

REPORT OF THE SUPERVISOR OF MANUAL TRAINING

*Dr. H. M. Maxson,
Superintendent of Schools,
Plainfield, New Jersey.*

DEAR SIR: Following is my fifth annual report of the Manual Arts work.

In previous reports I have emphasized the necessity of developing our Manual Arts work in such a way that it will form part of a liberal education for all pupils of our schools, and, at the same time, give those who wish to do so an opportunity to specialize in industrial arts. The aim is not to turn out tradesmen, which is the function of the vocational school, but rather to have our pupils graduate with a good, liberal education including a variety of industrial experiences gained by taking the various shop courses, which forms a solid background for any specific industrial occupation that they may engage in after leaving school. Perhaps the best proof that this policy is a good one is the fact that our graduates are meeting with considerable success in the industrial world. Those who have elected to go on to higher institutions of learning have not experienced any difficulty in meeting entrance requirements, due to the fact that a high academic standard is required of all who graduate from our school.

Many of our pupils who are not specializing along industrial arts lines elect courses in wood work, electrical work, machine shop work, mechanical drawing, etc. These courses are of great help to those who wish to enter technical institutions after graduating from high school; in fact they have become so popular that we are only able to accommodate about 60 per cent of those who desire to take up this work.

FIRST, SECOND, THIRD AND FOURTH GRADE HANDWORK

The high cost of materials still makes it very difficult to organize the work of these four grades. Present indications, however, seem to show that there will be a drop in prices next year, in which case it will be possible to outline definite courses of study in manual arts for these lower grades. Moreover the work will be greatly facilitated by the new plan which goes into effect next September whereby Miss Bennett will be able to give the benefit of her valuable experience in helping to develop the primary handwork.

ELEMENTARY SEWING

The more practical type of sewing introduced several years ago continues to give satisfaction; and the making of full-sized garments has become very popular. This new type of work is much more difficult from the teachers' standpoint, it being very much easier to have all the pupils working on the same problem than to have each child doing individual work; the new plan, however, is much more worth while.

ELEMENTARY COOKING

The grade cooking continues to be popular. Some very good work was done last year in canning. Conservation of food and food values; planning of simple menus, etc., form part of the course.

ELEMENTARY MANUAL TRAINING

An attempt is now being made to change the character of manual training in our elementary schools. Less time is devoted to wood-work and additional industrial activities are being added as fast as the obtaining of new equipment and supplies will permit.

HIGH SCHOOL MANUAL ARTS ACTIVITIES

We are gradually eliminating the strictly wood-working side of our manual training. Much of the time formerly devoted to this subject is now utilized in connection with electrical work, machine shop work, cement work, etc. This gives the pupils a much wider variety of experience and to some degree proves of considerable value along vocational lines.

MACHINE SHOP WORK

We are still handicapped in this work by lack of equipment, the cost of which remains very high. During the next twelve months we hope prices will drop sufficiently to justify us adding to our present equipment. There is a considerable demand for machine shop work both by day and evening school students.

MECHANICAL DRAWING

Each year the work offered in this department becomes more appreciated by the pupils. We are so limited, however, in our present quarters that many of the pupils who desire to take this work are unable to do so. A larger and more suitable room for mechanical drawing is badly needed.

ARTS AND CRAFTS WORK

During the war period we were much handicapped in this work by lack of supplies, many of which are still unobtainable. Conditions, however, are gradually improving and work is now offered in jewelry making, leather work, metal work, basketry, clay work, clay modeling, etc.

OPPORTUNITY CLASSES

Considerable progress continues to be made along industrial lines by these classes. Brush making now forms part of the work and is proving to be very popular. Next year a course in elementary electrical work will be given, such as wiring of bells, etc., and other simple electrical problems. Excellent progress continues to be made by the girls in sewing and cooking.

PRACTICE COTTAGE

The changes now being made in the practice cottage will enable us to carry on our continuation school work there next year. These classes will be smaller than those of the high school, which will give us an opportunity to make use of the cottage every day. It is fortunate that we have such a place for the domestic science work of our continuation school. It will make it possible for us to offer a much more practical type of work than would otherwise be the case.

EVENING SCHOOL

There seems to be an ever increasing demand in our community for an evening school. The subjects asked for are usually mechanical drawing, general shop work and commercial work. Such a school would meet a definite need and would be well supported by many who are anxious to obtain instruction of this character.

PRINTING

Each year printing becomes more universally adopted as a manual arts activity. There are few cities the size of Plainfield that do not have a printing plant in the schools. Much of our printing work that is now done outside at considerable expense could well be handled by our manual arts department. The educational value of such work has been proven beyond question.

CONTINUATION SCHOOL

The new Continuation School Law now goes into effect in the State of New Jersey. The importance of this problem is indicated by the fact that already nineteen States have adopted compulsory state-wide continuation school requirements—most of them

covering the young people who leave school to go to work between the ages of fourteen and sixteen; in some States the age limit is eighteen.

Present indications seem to show that it will be necessary for us to make provision for about eighty pupils in this new type of school.

The problem will be a special one in its educational phases and general organization; requiring a special point of view, a special corps of teachers who have had specific training for this type of work, and special rooms and equipment adapted to the needs of this particular group of young workers.

One of the aims will be to conserve the education already obtained by these children and to add as much material as possible to it. To do this successfully we shall require the best teachers available. The education of these children has already cost a large amount of time, energy and money on the part of the pupil, parent and community and unless used in the right manner will be speedily forgotten and lost. Mr. Owen D. Evans, director of the Boston Continuation Schools, claims that this function alone of the school would justify its existence even though nothing further were done for the child.

The young worker no longer leaves school to become an apprentice; highly specialized machinery, numerous labor saving devices, and the ever-increasing subdivision of labor have caused the apprentice system to disappear. Instead, he is quickly trained to become an operative. The work he has to perform is monotonous and oftentimes very fatiguing. He frequently changes his place of employment. Very soon he begins to lack interest in his job during working hours, his education and social resources are limited. He finds it difficult to make wise use of his leisure time, with the result that he very soon becomes restless, discontented and unstable both in and out of his employment. It will be the task of the continuation school teacher to change the point of view of these boys and girls who find themselves in the situation described above.

Space does not permit the enumerating of many other problems in connection with the young worker who will now come back to us for a day a week.

Additional teachers, floor space and equipment will be needed for our continuation school. It will be a difficult problem but an interesting and worth while one, that is full of possibilities.

GENERAL

I would like to take this opportunity of thanking you as Superintendent of Schools and also the Board of Education for the kind consideration shown me in allowing me a leave of absence to serve in the State Department, which gave me an opportunity

to observe what is being accomplished along industrial lines in the principal schools of the State. The experience gained will be a valuable asset in the development of our work in Plainfield. This is especially true of the continuation school, as I had many opportunities to confer with state officials regarding the policies to be carried out in the introducing of the new law in connection with this type of school.

I also wish to express my thanks to the members of the Manual Arts Department for their loyalty and support throughout the year, both during the time I was here and also in my absence.

Respectfully submitted,

A. F. HOPPER.

REPORT OF THE PHYSICAL TRAINING SUPERVISOR

The most important event of the year was our public demonstration of the work of the Department.

On Thursday, May 27th, in the High School Auditorium, and on the High School campus, the Physical Education Department of the Plainfield Public Schools gave an all day Physical Education demonstration.

A Student Leadership Contest occupied the morning session of the demonstration. Grades six and eight of the Whittier, Evergreen, and Plainfield Grammar Schools participated. The victorious class had the honor of winning a pennant and appearing in the afternoon affair on the High School campus. These contests are of especial value as they foster a vital interest in the gymnastic activities involved. They also develop class spirit, self-mastery and the power to successfully lead. Leaders are selected from each class by a class vote and the exercises selected are a part of the daily practice in the year's routine.

The afternoon program began with grade one of the Evergreen School in rhythmic play. Grades two and three, Evergreen, were likewise represented. Grades four and five demonstrated march tactics and hopping exercises. Grades six, seven, and eight of the Whittier, Evergreen and Plainfield Grammar Schools gave folk and aesthetic dances. These, together with the group of exercises of the winning classes of the Student Leadership Contests, constituted Part One of the program. Part Two was developed by the High School and consisted of costumed folk and aesthetic dances, wand drills, and Indian club swinging.

It is hoped that the large assemblage, estimated at about 2,500, which occupied all the seats available and the surrounding lawn, were interested sufficiently not only to show their appreciation at the time but will be instrumental in urging the purchase of an athletic field; as the other schools of our system doing equally good work were excluded from this pleasant out-of-door meet because of lack of adequate space to accommodate the number which would be involved if every member of each class participating was included. With such a field all might enjoy participation and the public work would then be typical of our regular practice.

A letter received from Dr. F. W. Maroney, our State Director, who could be present only in the morning, includes this statement, "I wish to congratulate you again upon the excellent work

I saw yesterday at your public demonstration. I assure you that I feel much happier and more optimistic for the future of Physical Education after witnessing the work as shown in the Plainfield Schools." We now hope that with the addition of an athletic field as a factor for our development we may be a vital force in upbuilding the physical welfare of the community of which we are a part.

Respectfully submitted,

(Signed) ADDIE P. JACKSON,
Physical Director of Plainfield Schools.

ATTENDANCE SUPERVISOR'S REPORT

No. cases reported by schools to be investigated:

Bryant	277
Lincoln	126
Franklin	107
Evergreen	103
Whittier	94
Plainfield Grammar	130
Emerson	96
High School	52
Washington	141
Open Air	4
Irving	104
Jefferson	170
Special Stillman	276
St. Mary's	47
Not reported by schools	134
Total	1,861
Representing 1,556 individual cases.	

Chief Causes of Absence:

Illness in home	82
Illness of pupil	315
Truants	100
Toothache	12
Clothing	42
Pediculosis	7
Tardy	39
Working	65
Delinquent Parent	42
Vaccination	23
Out of town with parent	3
Bad behavior	37
Left city	50
Moving	14
Attending funerals	6
Miscellaneous	952

Disposition of cases:

Transfers to Special Classes	46
Transfers to out-of-town schools	200
Returned to school before calling	832
Reported to School Nurse	37
Reported to Charity Organization	23
Reported to Board of Health	0
Reported to Street Department	0
Reported to Day Nursery	0
Reported to Nursing Bureau	1
Reported to police	1
Number of court cases	63
Number of age and schooling certificates given	84
Number of age and work certificates given	42

Number of legal notices sent to parents	88
Number of legal medical notices sent to parents.....	0
Number of pupils on observation	17
Cases investigated for Emigration Bureau.....	5
Pupils placed in institutions, homes, in private homes.....	5
Vaccination orders given	6
Notices to employers to discontinue employing pupils	9
Dismissed incorrigible	4
Placed in school not attending any school	13
Taken to school by police officer	0
Taken to school by attendance officer.....	22
Office interviews	1,043
Visits made in store, homes, and factories.....	1,213
Letters written	1,079
Telephone messages to schools, etc.....	1,681
Summer working papers	140

DOROTHY S. PUTNAM.

REPORT OF MEDICAL INSPECTOR

1919-1920

Physical examinations made by Dr. E. S. Krans.....	4,690
Not vaccinated	413
Enlarged glands	148
Thyroid glands	83
Infantile paralysis	12
Tubercular hip	2

DEPARTMENT OF SCHOOL HYGIENE

PHYSICALLY DEFECTIVE, 1919-1920

Defective Vision	
Number of cases found	111
Secured glasses	29
Promised to consult optician	23
Disapproved of treatment.....	18
Left school	9
Not wearing glasses at time of examination.....	19
Consulted optician—vision improved.....	13
Enlarged Tonsils and Adenoids	
Number of cases found.....	1,090
Operations	139
Treated	67
Promised to consult physician	556
(Have made arrangement for operation this summer) about, (300)	
Disapproved of treatment	199
Left school	53
Consulted physician—reported improved.....	76
Defective Hearing	
Number of cases found.....	46
Treated	26
Improved	14
Promised to consult physician	4
Left school	2
Eye Lids, B. M.	
Number of cases found	2
Treated	2

CASES OF EXCLUSION

Excluded by the School Nurse

Pediculosis Capita	59
Conjunctivitis	11
Skin diseases	27
Colds	46

Suspicious throats	24
Suspected measles	17
Suspected chicken-pox	4
Suspected whooping cough	2
Suspected mumps	2

REFERRED TO CLINICS AT THE HOSPITAL

Dental	147
Eye	28
Nose and throat	109
Skin	11
Orthopedic	3
General	17

SEPTEMBER 1 1919, TO JUNE 30, 1920

Number inspections of school children	44,139
Visits to homes of school children	1,143

NUMBER OF CASES OF CONTAGIOUS DISEASE

Measles	359
Chicken Pox	60
Mumps	4
Diphtheria	20
Scarlet fever	11

EDWARD S. KRANS,
Medical Inspector.

HELEN R. BOICE,
School Nurse.

REPORT OF DENTAL INSPECTOR

	High	Grammar	Franklin	Whittier	Evergreen	Washington	Bryant	Lincoln	Emerson	Irving	Jefferson	Stillman	Total
No. pupils examined.....	656	298	309	203	427	441	351	302	242	449	369	64	4111
1. Visited dentist	623	273	169	151	322	220	175	150	128	274	196	29	2710
2. Condition of Mouth:													
Good	495	207	114	120	316	196	182	153	125	200	170	26	2304
Fair	95	55	83	33	86	145	105	86	80	151	121	31	1071
Poor	66	36	112	50	25	100	64	63	37	98	78	7	736
3. Need cleaning	66	22	38	30	28	58	25	21	48	54	42	15	447
4. Use toothbrush	618	275	245	159	396	328	303	200	188	367	294	46	3419
5. Use toothbrush daily	545	238	156	96	334	177	201	116	120	248	195	26	2452
6. Use toothbrush occasionally	73	37	89	63	62	151	102	84	68	119	99	20	967
7. Cavities permanent teeth.....	1459	710	780	505	393	931	429	473	269	768	562	230	7509
8. Cavities temporary teeth	6	22	855	64	490	925	844	726	592	1202	1100	27	6853
9. Fillings permanent teeth.....	3824	1036	109	392	617	246	198	41	96	426	217	30	7232
10. Fillings temporary teeth.....	36	25	63	22	355	95	150	43	59	223	163	...	1234
11. Abscesses.....	63	63	144	9	42	140	63	86	52	171	103	13	949
12. Extraction permanent teeth	97	91	45	48	27	57	26	21	17	46	23	19	517
13. Extraction temporary teeth	15	40	211	55	126	277	208	205	124	323	248	18	1850
14. Exposed pulps	76	47	41	42	33	61	45	43	26	72	43	10	539
15. Mal-occlusion	20	11	3	5	21	6	9	7	7	16	16	2	123
16. Not in need of immediate cleaning.....	274	110	51	76	199	99	101	71	65	106	81	9	1242

"Pride of America".....*Goldman*
Orchestra

HIGH SCHOOL GRADUATES 1920

Jean Macnab, Valedictorian

Dorothy May Byles, Salutatorian

CLASSICAL COURSE

Martha Lucetta Bolles
Kathryn Farrel Brennan
Helen Jeanette Detweiler
Elizabeth Brewster Duyckinck
Cecelia Mann*
E. Janet Marchant*
Reynold Charles Marra

Edward McCarthy
Spencer Barrett Meredith
John Whitten Mogey
Elizabeth Lithgow Perkins*
Mary Constance Selby
Martha Hall Williams

COMMERCIAL COURSE

Arthur Stuart Bailie
Viola Anna Bicknell
Dorothy May Byles*
Elizabeth Lucile Casner
Ruth Marion Compton*
Hazel Creveling
Margaret Mary Diskin
Delvina Emilina Dunn
Margaret A. Endress
Mary Winefred Fitzpatrick
Ruth Beatrice Hammond
Mary Winans Harris
Mabel Louise Hazelton
H. Willis Henry
Jennie Sylvia Hirsch

John Joseph King, Jr.
Sadie May Kuntz
Esther Grace Loizeaux
Ruth May Lustig*
George Eugene Mehl
Ruth R. Meyrowitz
Dorothy Elizabeth Nash
Inez Rose Poggio
Jessie Marguerite Sutphen
Charles Edward Tomson, Jr.
Edward W. Vogel
Sadye S. Weintrob
Grace Mills Wheeler*
Anna Bertha Woike

GENERAL COURSE

Minnie Marguerite Allen*
Eunice Banks
Violet Isabell Berger
Marion Elizabeth Bloomfield
Mabel Ann Brick
Gertrude Isabel Campbell
Margaret Augusta Caskey
Ada Dayton
Cato W. De Leeuw*
Charlotte Warren Fowler
Charles Patterson Gates
Marion Adelaide Greene
Constance Isabelle Hadden
Gladys Haight
Adelaide Wyckoff Harper
Olive Florence Hooper
Alice Elizabeth Hummer

Mabel Margaret Jackson
Jennie Coddington Kellaway
Elsie May Leighs
Jean Macnab*
Ellen Selecea Maury
Harriet E. Mortimer
Ernest Albert Naylor
Jocelyn Meredith Nolting
Mary Frances O'Keeffe
Julia Caroline Randolph
Harold Burr Searles
Alice May Taylor
Evelyn Alfreda Tennyson*
Alanson Ranger Tyler
Marjorie Louise Venable
Dorothy Walsh

SCIENTIFIC COURSE

George Montanye Bixby
Ellis Albert Enander
James Iva Faucett
John Holtzclaw Fetherston
Geoffrey Gilbert
Frank W. Harrison
William Judisch, Jr.
Benjamin Kornfield

Kenneth Clinton Larabee
Rufus W. Larew
Jerome V. Leary
Henry Daniels Mygatt
Chester Reeve Sours*
Elmer H. Swackhamer
Harold W. Wilson

*Honor Pupils

PRIZE LIST, 1920

MATHEMATICS

The Dr. C. H. Stillman Prize, given by Mr. William M. Stillman. First Prize, fifteen dollars in gold—Roger Gilbert. Second Prize, ten dollars in gold—George M. Booth. Honorable Mention—Ralph Vail.

ENGLISH COMPOSITION

1. The George H. Babcock Prize, given by Mr. George L. Babcock, to the pupils of the three upper classes writing the best composition. First Prize, fifteen dollars in books, chosen by the receiver of the prize—Evelyn Tennyson. Second Prize, ten dollars in books, chosen by the receiver of the prize—Janet Marchant. Honorable Mention—Mary Genung, Marjorie Tuzo.

2. The Craig A. Marsh Prize, given by Mrs. O. T. Waring to the pupils of the Freshman Class writing the best compositions. First Prize, ten dollars in gold—Herbert Hooker. Second Prize, five dollars in gold—Margarete Rolande. Honorable Mention—Hannah Moodey.

The W. C. T. U. Prize, for the best essay on a given topic. Prize, five dollars in gold—Theodore Hofer. Honorable Mention—Margaret White.

4. The *Courier-News* Prize, for the best essay on a topic relating to the municipal affairs, written by a member of the Senior Class. First Prize, ten dollars in gold—Constance Hadden. Honorable Mention—Elizabeth Perkins.

TRANSLATION PRIZES

Given by Mr. Alexander Gilbert for the best translation of assigned passages, a first prize of three dollars, and a second prize of two dollars, expended in books, chosen by the receiver of the prize. 1. Virgil: First Prize, Janet Marchant; Second Prize, John W. Moge; Honorable Mention, Edward McCarthy. 2. Cicero: First Prize, Paul Leonhauser; Second Prize, Clinton Harrower; Honorable Mention, Gladys Bye. 3. Cæsar: First Prize, Clarence Mowen; Second Prize, Vinton Lawrence; Honorable Mention, Milton Runyon.

COMMERCIAL PRIZES

Given by Mr. Ernest R. Ackerman. A first prize of three dollars and a second prize of two dollars expended in the purchase of books chosen by the receiver of the prize. 1. Amanuensis: First Prize, Esther Loizeaux; Second Prize, Mary Harris; Honorable Mention, Jean Macnab. 2. Stenography I: First Prize, Frances LaRoe; Second Prize, Sylvia Rees; Honorable Mention, Ethel Bell. 3. Bookkeeping I: First Prize, Mildred Decker; Second Prize, Mildred Higgins; Honorable Mention, William Tarnowiecki. 4. Typewriting I: First Prize, Fred Hunt; Second Prize, Edna Pound; Honorable Mention, Frances Guttridge.

PHYSICS

Given by Mr. J. I. Lyle. Prize, ten dollars in gold—Spencer B. Meredith.

CHEMISTRY

Given by Mr. Levis M. Booth. Prize, ten dollars in gold—Leonard Cobb.

GRAMMAR SCHOOL GRADUATION

Invocation.....Rev. John Y. Broek

Song—America, O Mighty Land.....*Sharv*
By Graduating Class

Original Essay—The Conquest of the Air...Donald Hill Hubbard

Piano Solo—Arbutus.....*M. A. E. Davis*
Harold Edwin Young

Original Essay—A Phantom Destroyer,
Wallace Hallenbeck McKay

Vocal Solo—

(a) Hark! Hark! the Lark.....*Schubert*

(b) The Birth of Morn.....*Leoni*
Finley Sharp Lake

Original Essay—Daffodils and a Plow....Fannie Maude Moeller

Chorus—Morning Mood (Peer Gynt).....*Grieg*
Selected Chorus

Original Essay—The Test of Civilization.....Jack Albert

Address.....Rev. Alson H. Robinson

Violin Solo—Allegro Brillante.....*W. TenHave*
Jean Bender

Presentation of Awards—Mr. Archibald Cox,
President of Board of Education

For United States History (The J. B. Probasco Prize)
offered by Mrs. J. B. Probasco

For English Composition, offered by W. C. T. U.

For Music, offered by Plainfield Grammar School

Chorus—The Torpedo and the Whale.....*Audran*

Presentation of Diplomas.....Mr. Archibald Cox

America—(All standing)

GRAMMAR SCHOOL GRADUATES, 1920

Charles H. Abbe	Edward T. Curry
Robert B. Adams	Rutherford V. Dalley
Jack Albert	Jennie Paulene Davidson
Lewis W. Alpaugh	Walter Bradford Dencklau
Beda Anderson	Anna Deutsch
Helen A. Anderson	Dorothy Deutsch
Max Augenblick	Frank DiLiddo
Conrad Robert William Baehr	Alba DiLionardo
Veronica Ruth Baehr	Emma May Douglass
James Anthony Baglin	David Lawrence Doyle
George E. Baldwin	Norman E. Drake
John Herman Bantle	George Nelson Drummet
Anne May Barlow	Walter Freeman Eager
Esther Moody Barlow	Norman Egel
Ethyl Bell Barrett	Wilma Evans
Jeanette Beasley	Marguerite Porter Fitts
Isadore Joseph Bedell	Sidney Sheldon Frankel
Marion Beekman	Myra Chapman Gage
Eva Bender	Gertrude Lena Gartenberg
Jean Bender	Francis J. Geary
Alice Marie Benton	Florence George
Minnie D. Berkowitz	Homer Edward Anthony Gilbert
Martha M. Berse	Dorothy Madeline Giles
Florence Bicknell	Claudia Augustina Gonod
Doris Bittenbender	Emily Alberta Goodenough
Bessie Bivona	Willard W. Goodwin
Mary Kathryn Blimm	Blanche Augusta Goosby
Morris Bloom	Marjorie Dorothy Grossman
Ruth Eleanor Boos	Henry George Gulick
Kenneth Orrin Bouton	Elizabeth Rachael Hafner
F. Evelyn Anna Brancati	Charles Henry Hall
Beatrice Brandt	George Everett Haring
Helen Brown	Helen Harris
James D. Brown	Charles N. Harrison
Thomas Brown	Wilbur Parkhurst Harrower
Theodore Oswald Budenback	Arthur Hassell
Grace Clare Bunker	Reinhard H. Heimlicher
William Butler	Robert Randolph Helmer
Frederick Burgard	Walter L. Hetfield
Frederic Wilbur Caleen	Alice Maud Hicks
Mabel Carstarphen	Arthur Albert Hoeffler
Russell B. Casey	William A. Holmes
Charles B. Chandler	Jocelyn Horne
Walter Chwalkowski	Miriam S. Howe
Cazimier Cisko	Oren G. Howell
Edward F. Clark	Donald Hill Hubbard
Ryland Clark	Elizabeth Bessie Hunt
James Blair Cochran	Leonard M. Hunting
Leroy James Coffey	Antoinette Iannotte
Mabel May Corbin	Alice M. Johnson
Gladys Lillian Cory	Johanna Kapelsohn
John Costa	Garry Keely
Thatcher Cottrell	May Adele Keen
Duncan Bulkley Cox	Ralph B. Kennett

Missouri Alice Kenney	Dorothy Nilsson Reynolds
Walter E. King	Constance Burrell Riley
Samuel William Koffler	Philetus Holt Riley
Mildred Geneva Kraus	Marion DeForest Rose
Isadore Kunzman	Marguerite A. Rosebury
Jacob Kunzman	Carroll Robbins Runyon
Sarah Edna Kunzman	Rosario Scavuzzo
Finley Sharp Lake	Charles S. Schenck
Robert John Larmour	Edith E. Shlick
Helen Cuming LaRue	Edwin Shlick
Warren John Legge	Max Schwartz
Israil Meyer Lerman	Ruth Helen Schwartz
Eugene Levine	Sydney Schwartz
Mary K. Lloyd	Ruth Scribner
Leo Lustig	May Shannon
Raymond Clawson Lynn	Ruth Mildred Shiner
John Lytle	Joseph Slonim
Thomas James MacConnell	Elizabeth Sidney Smith
Fredrica Man	Frances Paulene Smith
Kathryn A. Manning	Margaret A. Smith
Gladys B. Martin	David Srager
Edith Martini	Violet Theresa Stadele
Elizabeth Huldah McCoy	Janet Thelma Stewart
Kathleen McDonough	H. Wright Stover
Mae Rose McEvoy	Ellen Victoria Strandberg
Charles Arthur McGinley	Richard Snyder
Harold McGoldrick	Edith S. Tallman
Wallace Hallenbeck McKay	Edwin Francis Tilley
Elizabeth Mitze	Hazel Tilley
Fanny Maude Moeller	Charles Rodolphe Thiers
Harold J. Moore	Harry Edward Thornton
Gordon S. Mumford	Margaret Toomey
Robert Stuart McArthur Murphy	Gordon Trowbridge
Edna F. Nash	Paul C. Updike
Violet Maysie Neighbour	Edgar Vail
Ruth Georgena Nichols	William P. VanEps
Edward Noel	Joseph E. Waldron
John Paul Nolting	Florence Harriet Walz
Charles Pagliuca	Katherine Lincoln Wilmerding
Rose Parnes	Alberta Emma Winseman
Gerardo Charles Parrella	Henry Theodore Wisniewski
Mary Ferrin	James Avery Wotton
Robert Perrine	Jeannette Wright
Harold D. Place	William Earle Wyman
Eva Pollock	Ruth Yorks
Ruth Margaret Pryce	Harold E. Young
F. Irene Randolph	Edwin A. Zeek
Bertha Rasofsky	Arthur Mathew Zick
Herbert J. Reeves	

USHERS

Ben Hedges	Julian Lewis
Allan Lessell	Pierre Purcell
Clinton Gilbert	John Spicer
James Lawrence	Eric Tyler
Philip Russell	James Case
Gordon Fuller	Walton Bostwick
Renold Meeker	

LIST OF TEACHERS, 1919-1920

WITH YEAR OF APPOINTMENT

HENRY M. MAXSON, Superintendent—1892

High School

Lindsey Best	1901	Almira Gifford	1913
Henry R. Hubbard.....	1907	Ariadne Gilbert	1896
Winifred Allen.....	1918	Adolphus W. Hauck.....	1912
S. Lena Bass.....	1890	Philip A. Jakob.....	1918
M. Elizabeth Benedict.....	1891	Dora Lockwood	1919
Lester D. Beers.....	1912	Cornelia Lounsbury	1912
Helen M. Biddle	1914	Paul Loser	1919
Helen M. Bond.....	1918	Phoebe D. Lovell.....	1902
Dorothea E. Bull.....	1902	Anne K. Miller.....	1909
Helen L. Brown.....	1912	Gertrude Moodey	1918
Ellen K. Cumming.....	1899	Ralph S. Patch.....	1913
A. Leila Daily.....	1917	Frances Smith	1919
Esther Egerton	1911	Marion Snyder	1917
Ruth Elliott	1914	Helen L. Schmidt.....	1918
John C. Evans.....	1912	Aury S. Stoddard.....	1919
Elizabeth Garrison	1918	Howard Van Deusen.....	1916
George W. Garthwaite.....	1918	Helen E. Waller.....	1916

Grammar School

D. Ralph Starry, Prin.....	1915	Anastatia Griffin	1913
Myrtle I. Clark.....	1911	Dorothy M. Tate.....	1913
Florence Cooper	1913	Eleanor T. Wilber.....	1895
Isabelle G. Ross.....	1907	Mabelle Raguse.....	1918
Mary L. Searles.....	1904	Margaret Applegate	1918
		Florence Raguse.....	1916

Whittier School

Harriet Humphrey	1908	Agnes A. Cheever.....	1912
Emma C. Grosch.....	1918	Rose M. Nash.....	1918
Jane Crawford	1918	Jane Van Arsdale.....	1917

Opportunity Classes

Helga Johnson, Supv.....	1909	Neva M. Harmon.....	1916
Sara D. Lemos.....	1914	Sara E. Coyle.....	1913
Harriett A. Davis.....	1918	Florence M. Hunt.....	1919

Evergreen School

Mildred C. Beard.....	1907	Frances B. Nischwitz.....	1912
Gertrude M. Slocum.....	1910	Marion B. Forbes.....	1911
Mary E. Wilkins.....	1909	Bessie C. Wright.....	1918
Carrie M. Davis.....	1912	Edna Miller	1919
Elizabeth T. Angell.....	1895	Blanche Pierson	1919
Clara J. Churton.....	1896	Liliah Zug	1919
Helen C. Trenbath.....	1907	Ruth Fuller	1919
		Florence Hall.....	1919

Franklin School

Caroline G. Borton.....	1914	Fanny Beckwith.....	1908
Frances I. Kinne.....	1910	Laura B. Meyer.....	1918
Mary Clarke	1913	Marguerite Bond	1918
Katherine Giddings.....	1918	Fanny B. Cheyney.....	1918
Anastasia O'Neill.....	1913	Edna Hardcastle	1919
Anna Stillman.....	1906	Emeline Benard.....	1919
Marion Brooks.....		1918	

Washington School

Frederick W. Cook, Prin.....	1915	M. Josephine Skillings.....	1910
Lilla F. Bateman.....	1908	Helen Osborne	1911
Edna Hendrickson	1917	Mayme Breads	1905
Jean Gilfillan	1906	Ella V. Miller.....	1918
Viola Garda	1915	Helen Hugg	1916
Anita J. Hall.....	1918	Edythe Case	1919
Dorothea Case	1918	Elma Beatv	1918
Mary Coulter	1920	Marguerite Beach.....	1918

Bryant School

Flora I. Griffin, Prin.....	1893	Martha Klein	1909
Geneva G. Cowen.....	1905	Elizabeth G. Doig.....	1916
Ervel Burrough.....	1914	Frances W. Woodland.....	1906
Lucia N. Wood.....	1889	Minnie T. Frazee.....	1913
Kate Marsh	1903	Ruth Pierce	1919
Cora F. Cadmus.....	1891	Mayetta R. Wyckoff.....	1919

Lincoln School

Carolyn B. Lee.....	1900	Mabel Loizeaux.....	1917
Evelyn Huff.....	1913	Effie Hendrickson	1917
Louise Egan	1901	Grace Clapsaddle	1912
J. Elizabeth Hopkins.....	1915	Mary L. Marsh.....	1905
Elizabeth Fowler.....		1912	

Emerson School

Cassia E. Cooper.....	1911	Gertrude Rand	1902
Allie T. Eastman.....	1907	Minnie L. Margrey.....	1916
Addie D. Eastman.....	1906	Ethel Loiselle	1913
Bertha Nelson	1914	Jeannette Kenely	1918
Olive B. Griggs.....	1916	Anna J. Perkins.....	1919

Irving School

Genevieve Petrie, Prin.....	1888	Mary C. Brodie.....	1911
Lelia Watson	1916	Elizabeth Greenleaf	1909
Annie S. Holden.....	1913	Alice A. Lee.....	1890
Ada H. Clark.....	1899	Mary J. Dennis.....	1902
Alice G. Barrett.....	1908	Georgia A. Ricker.....	1903
Harriet Filmer.....	1891	Ethel Mehl	1916
Elizabeth S. White.....	1902	Hannah Bingaman	1918
Ruby Pierce	1918	Clara Deakin	1918
Mabel Belmore.....	1918	Daisy Schmidt	1919

Jefferson School

Elizabeth Webber.....	1912	Lillian Phillips.....	1905
Marjorie Barbour.....	1908	Theresa Fisher.....	1905
Ethel M. Sleight.....	1909	Nellie Gonyea.....	1913
Daisy Brouard.....	1917	Mildred B. Davis.....	1918
Marie Brush.....	1917	Arline Martin.....	1919
Frances Mosher.....	1919	Mary Scheb.....	1919

Supervisors

Anna J. Bennett.....	1897	Gladys T. Callard.....	1917
Charles L. Lewis.....	1896	Addie P. Jackson.....	1904

Open Air Class

Lucy Baum.....	1918
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Manual Training

Arthur F. Hopper, Supv.....	1915	Jules Wiesman.....	1918
Lucile Jackson.....	1914	Kenneth McCulloch.....	1915
Alice M. Lindsley.....	1914	Muriel Miller.....	1919
Henry F. Oesting.....	1914	Mary Decker Stout.....	1907

ENROLLMENT OF PUPILS, 1919-1920

HIGH SCHOOL

School	Grade	Boys	Girls	Total
L. D. Beers.....	Senior	19	33	52
Helen L. Brown.....	Senior	18	34	52
George Garthwaite.....	Junior	13	27	40
Almira Gifford.....	Junior	18	22	40
Ariadne Gilbert.....	Junior	22	23	45
A. W. Hauck.....	Junior	15	24	39
Dorothea E. Bull.....	Sophomore	28	24	52
Ruth Elliott.....	Sophomore	19	16	35
Esther Egerton.....	Sophomore	26	20	46
Cornelia Lounsbury.....	Sophomore	24	21	45
Phoebe D. Lovell.....	Sophomore	25	24	49
Helen M. Bond.....	Freshman	35	15	50
Elizabeth Garrison.....	Freshman	4	17	21
Anne K. Miller.....	Freshman	10	14	24
Dora Lockwood.....	Freshman	33	16	49
Paul Loser.....	Freshman	35	14	49
Frances Smith.....	Freshman	13	29	42
O. S. Stoddard.....	Freshman	18	31	49
Howard VanDeusen.....	Freshman	7	35	42

GRAMMAR

Eleanor Wilber.....	Eighth	21	20	41
Dorothy M. Tate.....	Eighth	21	18	39
Myrtle Clark.....	Eighth	23	22	45
Florence Cooper.....	Eighth	23	21	44
Mary Searle.....	Eighth	21	24	45
Mabelle Raguse.....	Eighth	19	17	36
Florence Raguse.....	Seventh	21	17	38
Anastatia Griffin.....	Seventh	19	21	40
Isabelle G. Ross.....	Seventh	17	19	36

WHITTIER

Jane Crawford.....	Seventh	23	15	38
Jane VanArsdale.....	Seventh	19	19	38
Rose M. Nash.....	Sixth	21	17	38
Harriet Humphrey.....	Sixth	17	23	40
Emma C. Grosch.....	Sixth	16	22	38
Agnes Cheever.....	Sixth	16	22	38

STILLMAN

Helga Johnson.....	Opportunity	15	..	15
Florence M. Hunt.....	Opportunity	12	..	12
Sara D. Lemos.....	Opportunity	..	13	13
Sara E. Coyle.....	Opportunity	16	..	16
Neva M. Harmon.....	Opportunity	8	6	14
Harriett A. Davis.....	Opportunity	..	10	10

EVERGREEN

Mildred C. Beard.....	Sixth	24	24	48
Carrie M. Davis.....	Sixth	26	20	46
Clara J. Churton.....	Fifth	23	16	39

School	Grade	Boys	Girls	Total
Edna S. Miller.....	Fifth	22	17	39
Blanche Pierson.....	Fourth	16	24	40
Helen C. Trenbath.....	Fourth	19	15	34
Frances B. Nischwitz.....	Third	23	20	43
Marion B. Forbes.....	Third	27	16	43
Gertrude Slocum.....	Second	21	25	46
Bessie C. Wright.....	Second	23	18	41
Mary E. Wilkins.....	First	28	25	53
Liliah Zug.....	First	26	27	53
Elizabeth Angell.....	Kindergarten	21	20	41
Ruth Fuller.....	Kindergarten	24	18	42

FRANKLIN

Fanny B. Cheyney.....	Fifth	11	28	39
Anastatia E. O'Neill.....	Fifth	16	24	40
Caroline G. Borton.....	Fourth	20	16	36
Anna Stillman.....	Fourth	18	19	37
Frances Kinne.....	Third	20	18	38
Edna Hardcastle.....	Third	20	23	43
Fanny Beckwith.....	Second	27	15	42
Mary Clarke.....	Second	25	21	46
Katherine Giddings.....	First	22	24	46
Laura B. Meyer.....	First	23	17	40
Emeline Benard.....	First	29	14	43
Marion Brooks.....	Kindergarten	33	38	71

WASHINGTON

M. Josephine Skillings.....	Seventh	24	13	37
Lilla F. Bateman.....	Sixth	17	17	34
Helen Osborne.....	Sixth	16	14	30
Helen Sinclair.....	Fifth	22	19	41
Anita Hall.....	Fifth	21	20	41
Edna Hendrickson.....	Fourth	19	23	42
Edythe Case.....	Fourth	21	21	42
Jean Gilfillan.....	Third	20	24	44
Mayme Breads.....	Third	25	16	41
Elma Beaty.....	Second	21	27	48
Ella V. Miller.....	First	25	21	46
Dorothea Case.....	First	19	24	43
Viola Garda.....	Kindergarten	50	47	97
Lucy Baum.....	Open Air	11	15	26

BRYANT

Martha Klein.....	Fifth	17	21	38
Bernice Stow.....	Fifth	13	16	29
Geneva Cowen.....	Fourth	17	23	40
Elizabeth Doig.....	Fourth	22	16	38
Ervel Burrough.....	Third	16	20	36
Mayetta R. Wyckoff.....	Third	22	13	35
Lucia N. Wood.....	Second	15	24	39
Frances Woodland.....	Second	24	16	40
Minnie T. Frazee.....	First	35	17	52
Kate Marsh.....	First	25	23	48
Cora Cadmus.....	Kindergarten	32	40	72

LINCOLN

School	Grade	Boys	Girls	Total
Carolyn B. Lee.....	Fifth	23	14	37
Effie Hendrickson.....	Fourth	18	22	40
Evelyn Huff.....	Third	18	24	42
Louise Egan.....	Second	21	13	34
Grace Clapsaddle.....	Second	17	15	32
J. Elizabeth Hopkins.....	First	23	27	50
Mary Marsh.....	First	24	21	45
Elizabeth Fowler.....	Kindergarten	39	33	72

EMERSON

Anna J. Perkins.....	Sixth	14	29	43
Cassia Cooper.....	Fifth	21	20	41
Olive B. Griggs.....	Fourth	23	24	47
Allie T. Eastman.....	Third	22	22	44
Gertrude Rand.....	Second	20	22	42
Jeannette Kenely.....	Second	19	20	39
Addie D. Eastman.....	First	24	23	47
Minnie Margrey.....	First	27	20	47
Bertha Nelson.....	Kindergarten	31	27	58

JEFFERSON

Elizabeth Webber.....	Seventh	11	20	31
Arline Martin.....	Sixth	21	25	46
Mary Scheb.....	Fifth	25	22	47
Lillian Phillips.....	Fourth	26	26	52
Marjorie Barbour.....	Third	15	22	37
Frances Mosher.....	Third	20	15	35
Theresa Fisher.....	Second	16	23	39
Daisy Brouard.....	Second	18	16	34
Ethel M. Sleight.....	First	17	22	39
Mildred Davis.....	First	21	20	41
Nellie Gonyea.....	Kindergarten	28	27	55

IRVING

Mary C. Brodie.....	Seventh	19	19	38
Lelia Watson.....	Sixth	20	16	36
Clara Deakin.....	Sixth	21	16	37
Elizabeth Greenleaf.....	Fifth	20	23	43
Mabel Belmore.....	Fifth	24	20	44
Annie S. Holden.....	Fourth	27	19	46
Alice A. Lee.....	Fourth	18	21	39
Ada H. Clarke.....	Third	21	16	37
Mary J. Dennis.....	Third	17	18	35
Alice G. Barrett.....	Second	22	23	45
Ethel Mehl.....	Second	27	12	39
Daisy Schmidt.....	First	28	16	44
Georgia Ricker.....	First	24	22	46
Elizabeth White.....	Kindergarten	16	23	39
Hannah Bingaman.....	Kindergarten	12	22	34

ENROLLMENT BY GRADES

GRADES										HIGH SCHOOL								
Year	Open Air	Special	Kindergarten	I	II	III	IV	V	VI	VII	VIII	IX	Freshman	Sophomore	Junior	Senior	Graduates	Total
1900-01	...	...	277	547	289	311	292	283	199	121	73	71	101	69	35	29	24	2697
1901-02	...	...	266	557	277	301	317	278	165	175	100	40	85	80	43	31	27	2715
1902-03	...	...	276	599	319	256	333	285	164	156	122	37	103	63	55	31	34	2799
1903-04	...	36	319	553	385	273	329	248	170	189	125	44	113	89	52	36	42	2961
1904-05	...	...	327	590	325	348	298	317	191	163	127	47	113	65	52	25	30	2988
1905-06	...	...	328	654	306	317	301	298	250	146	137	...	118	82	39	49	48	3025
1906-07	...	...	292	588	411	332	321	304	255	185	124	...	140	86	49	49	34	3136
1907-08	...	...	332	564	394	340	338	326	257	201	121	...	140	85	46	39	50	3183
1908-09	...	...	336	507	405	429	335	316	320	215	147	...	150	99	59	44	48	3362
1909-10	...	21	348	484	413	355	422	243	351	214	168	...	158	99	82	44	51	3502
1910-11	...	...	400	465	416	363	392	402	316	259	181	...	203	99	79	59	61	3634
1911-12	...	33	421	478	389	428	375	368	332	287	188	...	230	121	83	85	53	3818
1912-13	...	23	450	535	405	411	410	349	319	311	204	...	262	136	106	96	88	4017
1913-14	...	58	468	522	404	438	369	385	314	277	221	...	299	173	115	85	73	4128
1914-15	13	86	415	566	329	243	409	370	365	269	224	...	297	207	106	114	100	4311
1915-16	19	77	431	552	506	467	442	390	382	266	204	...	287	230	143	89	77	4485
1916-17	20	91	504	590	497	490	487	419	382	264	220	...	294	212	158	130	117	4720
1917-18	22	89	529	696	498	576	500	436	397	249	240	...	241	241	132	126	104	4972
1918-19	25	88	551	780	549	557	538	531	392	302	216	...	309	195	142	103	92	5278
1919-20	26	80	581	783	606	592	533	518	474	296	250	...	326	227	164	104	94	5560

ENROLLMENT, ATTENDANCE, TARDINESS, ETC., 1919-1920

	Number of classrooms	Number of teachers	Number of Boys enrolled	Number of Girls enrolled	Total number enrolled	Average Membership	Average Attendance	Percent of Attendance	Number of tardinesses	Average tardiness per pupil
High School	28	35	382	439	821	739	681	.92	2428	3.29
Grammar School	9	10	185	179	364	324	303	.94	1287	3.97
Whittier School	8	6	112	118	230	213	200	.94	317	1.49
Franklin School	12	13	264	257	521	442	392	.89	742	1.68
Evergreen School	14	15	323	285	608	506	428	.85	1671	3.30
Washington School	15	15	311	301	612	514	464	.90	588	1.14
Bryant School	10	11	238	229	467	414	360	.87	703	1.70
Lincoln School	8	9	203	188	391	322	279	.87	467	1.45
Emerson School	7	10	201	207	408	351	303	.86	584	1.66
Irving School	14	17	316	286	602	527	465	.88	1267	2.40
Jefferson School	9	12	218	238	456	386	337	.87	438	1.13
Opportunity Classes	10	6	51	29	80	79	73	.92	537	6.80
Totals	144	159	2804	2756	5560	4817	4285	.89	11029	2.29

TOTAL ENROLLMENT BY AGES

	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years
Boys	118	226	274	276	265	216	242	230	238	227	173	130	113	52	17	7
Girls	122	229	263	216	249	258	238	216	222	221	173	138	116	65	27	3
Total	240	455	537	492	514	474	480	446	460	448	346	268	229	117	44	10

SUMMARY OF ENROLLMENT

High School	821	Kindergarten	581
Grammar School	1020	Opportunity	80
Primary	3058	Total	5560

